Moorside Community Primary School

Behaviour Policy

School Vision Statement

Our Purpose

Moorside Community Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in belonging to a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever changing world.
We want all of our children to engage with each other and with our community.

Our values

We all believe...
Our local community deserves a school they can be proud of
We are a caring community where everyone is welcome
We all value, respect and support each other
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school

Rationale

School communities are most effective when their members have high self-esteem and respect for each other. This encourages the development of self-discipline enabling children to become responsible members of society. Our intention is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Aims

Our primary aim at Moorside Community Primary School is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure enabling them to become positive, responsible and increasingly independent members of the school community.

We aim to:
- Ensure education is based on inclusivity and promotes excellence in all aspects for all pupils in our schools.
- To ensure the principles of every child matters are at the heart of the shared policy and practice and all pupils feel safe and cared for.
- To develop the well-being of both pupils and staff, ensuring a good learning/working environment.
- To use and share expertise to remove barriers to learning.
- To ensure the vision and values of the school are consistently applied by a highly motivated, professional and skilled staff.
- To promote safeguarding and set high standards of teaching and learning.
- To ensure systems for tracking and intervention ensure all pupils, irrespective of background, flourish and make accelerated progress, thus overcoming instances of underachievement and low aspirations.
- To deliver a creative and innovative curriculum, which meets the needs and interests of all pupils, within and beyond the school day
- To promote and maintain a positive and happy working environment for all our children, we will take steps to ensure that children conduct themselves in a manner which is conducive to their own academic development and personal well-being.

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- To develop outstanding **'behaviour for learning'** in and around the school environment. The attributes we are seeking to engender in the children we teach include: active listening, concentration, co-operation, teamwork and resilience;
- To develop a high level of consistency of approach, modelled by all adults and staff engaging with children, within our federation, that is characterised by being **positive and assertive;**
- To ensure that the professional practice of staff, in relation to developing positive relationships and behaviour management is **fully inclusive;**
- To ensure the principles of **restorative practice** guide how conflict is resolved and how harm or damage is repaired.
- **To ensure that "We do things <u>with</u> people/children, not <u>to</u> or <u>for</u>"**
- That the implementation of this policy is valued as a fully integrated part of the **Spiritual, Moral, Social and Cultural development of pupils** [and the promotion of fundamental British Values].

Everyone's Responsibility

A positive approach on the part of school is essential, praising children who behave well and are aware of their own rights AND responsibilities. To be effective promotion of acceptable behaviour and discipline involves parents (both individually and collectively) to support and play their part responsibly.

At Moorside we recognise that developing positive relationships and behaviour for learning is **everybody's responsibility.** Everyone who works within the school environment is a 'teacher' and we should all, therefore, expect and model high standards.

It is also important that we take every appropriate learning opportunity to demonstrate to children how they can and should take responsibility for their own behaviour and **'make the right choice'.** To be successful in this regard children need to **understand** the rules, boundaries and the expectations we have. They also need to have a clear understanding of the rewards and sanctions used to modify behaviour, recognising them as **fair and consistently** applied.

The principle of **working in partnership** with parents is fundamental to successfully sustaining improvement in relationships and behaviour. We should work <u>with</u> parents and carers to achieve a **shared understanding** of the expectations we want for their child's behaviour, backing up these expectations at home and sharing in the monitoring of behaviour at school.

Recommended strategies to achieve a partnership approach:

- **share** concerns and successes **informally** and on a regular basis
- **trends over time** causing concern may require a formal approach with parents;
- **'It is the behaviour that's wrong, <u>not</u> the child'** - getting a naughty label is often a self- fulfilling prophecy!
- treat all parents **fairly and sensitively** in terms of how and when we communicate a concern;
- **Individual Behaviour Plans** [short term] should be shared and agreed with by both the parent and the child;
- Review IBPs with parents regularly - **celebrate progress** wherever possible.
- Within the plan we will agree how and when **contacting parents** can be supportive for instance a member of the SLT will ring you if a concerning incident occurs - not for you to take action, but so your child knows we are keeping you informed', 'if we ring for support you promise to attend school at the earliest opportunity'.

We all agree...
Everyone will always try their best and take pride in all that they do
Everyone will demonstrate good manners at all times
Everyone will respect each other and show consideration
Everyone will respect and care for our environment and resources
Everyone will celebrate each other's successes and achievements

Guidelines and Actions
Behaviour will be taught as part of the curriculum for all pupils and by the demonstrating by all staff a positive behaviour model at all times. At Moorside Community Primary School we follow our School Code of Conduct. Attendance will be supported by reward systems for good attendance as well as the informal work with parents by staff, parent advisor and other professionals. Multi-agency working will be at the core of all behaviour management issues. The school will work with lots of other people in the area to help families (Educational Psychologists; Social Services; Families First etc.)
All incidents of bullying whether physical, verbal, gender based or indirect (cyber bullying,) will be dealt with promptly and thoroughly
Pupils will be educated in an environment which:
- Is safe and caring
- Provides motivating and stimulating challenges but is non-threatening

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- Encourages children to feel secure and confident
- Values children as individuals and as members of the group
- Values individual opinions and ideas
- Shows an awareness of children's individual needs and makes every attempt to meet them.

Positive Recognition

All members of the school community will value the positive attitudes, effort and recognition of achievement and promote a positive self-image.

- **Cubes in the jar or similar** - praising efforts with learning as well as linked to behaviour – whole class working together for end goal
  [These rewards are never removed from a child - something good remains good]
- **Celebration of learning in Assembly** with specific certificates
- **Verbal praise** to an individual, given privately or written praise, stickers etc.
- Children sent to other members of staff and leadership to have outstanding effort and learning more **widely acknowledged**.
- Verbal or **written comments** from staff to parents and vice-versa.
- Giving children a task, role or responsibility which has **status or enjoyment** for them –buddies, eco monitors, register monitor etc.
- **"Star of the week"** system used consistently to highlight an aspect of attitude, learning, behaviour, or effort.
- Planned links to the **curriculum** for example with PSHE and circle time/role play drama.
- Personal notes/slips are sent home as a more personal approach for pupils.

Low level disruption and opportunities for distraction are minimized by:

- Reducing pupil movements [group organisation];
- Year group/phase timetables align curriculum sessions well to support a 'purposeful atmosphere' [reduce distraction];
- Behaviour for learning is explicitly taught and constantly reinforced by all adults in the learning area;
- Positive, assertive behaviour management is embedded;
- Children receive feedback on their behaviour for learning and attitudes;
- Effort levels are acknowledged by adults, praised, rewarded and described [e.g. effort ladder];
- Children know what to expect and what is expected of them;
- Adults describe the behaviour they are looking for;
- All adults model good behaviour for learning.

When **recognising unacceptable behaviours** and **seeking to identify the cause**, it is important, initially, to confirm the following:

- That the work is well matched to the child's ability and provides sufficient interest and challenge
- That the child knows and understands what is expected in terms of both the process and the outcome
- That the necessary resources are available
- That the organisation in terms of seating (or work area) is appropriate to the task (e.g. individual, pair, group; sedentary, mobile
- That there is adequate teacher interaction, including 'reminders' and 'enablers', in the form of behaviour sweeps and proximity praise, thus allowing for frequent observation and intervention where necessary

It may be that, in some cases, the cause of the behaviour lies within one of the above and, therefore, can be easily rectified. However, when this is not the case, then further strategies must be devised.

The strategy chosen must be appropriate to the behaviour it seeks to change and to the child for whom it is chosen. It avoids open and public confrontation, and should seek to build on the positive aspects of the child's actions. It does not dwell on the negative but rather targets the positive. For example: In the case of a child always being last / late in class, do not say 'I don't want you to be late again next lesson' Do say 'I'd like you to be first in next lesson and I shall be here already to see you come in' In cases where the behaviour is likely to be exhibited outside the classroom, it is important that all staff and adults concerned are made aware, by the class teacher, of the strategies to be employed so that a consistent response is maintained.

Our whole school approach will ensure everything possible is done to address the problem remembering to.

- Avoid confrontation
- Be assertive
- Keep calm
- Use a quiet voice
- Use humour

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- Listen
- Be positive and build relationships

At Moorside Community Primary School we understand that behaviour and anti-bullying issues often overlap. One of the areas that may overlap are cyber bullying and issues arising outside the school. - In order that these key issues are addressed we have incorporated these into both polices.

Cyber bullying
The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.
Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying. Cyberbullying can include, hacking into someone's accounts/sites, posting prejudice / hate messages, impersonating someone on line, public posting of images, threats and manipulation, stalking.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated further. It is important all staff and parents are aware of what bullying is and how to identify signals and triggers. Experience has shown that it is more effective to act openly because the bully thrives on an atmosphere of secrecy. So, we urge pupils and parents to inform us immediately they become aware of an act of bullying. Pupils and parents in general are very open and do inform us.

However, it is important for parents to recognise that some social media have legal age requirement beyond primary school (13+) therefore it is the parents responsibility to monitor and regulate their children's activity.

Outside School
If accidents of bullying take place outside of school it is sensible for the parents to inform the school. After this the role of the school is to support the child\children in school to ensure they receive their education. Parents may be advised to contact their local police if it is felt to be appropriate.

In the event of a serious breach of the Behaviour Policy
The decision to exclude a pupil permanently should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Exclusions must be **fixed term** or **permanent** and the power to exclude from school may be exercised only by the Head teacher. Exclusion is the ultimate sanction and will be used rarely and only in serious cases. Careful consideration must be given to its use, as some pupils may seek to use exclusion for their own ends. Exclusion may put some pupils at risk when out of school and may cause problems for the community and for colleagues in neighbouring schools. **"Internal exclusion"** (where a pupil is taught separately from the rest of the class for a defined period of time) can be used in those circumstances where it is felt this will be of most benefit to pupils; this does not need to be reported to the local authority but should be communicated to parents.

Exclusions must be managed in line with the DfE guidance (2012 or its latest revision) published online: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_frommaintained_sch ools__academies_and_pupil_referral_units.pdf
This document details the law regarding exclusion for headteachers, governing bodies and the local authority, as well as statutory guidance and parents' right to appeal against exclusion via the local authority. It also details the requirements on head teachers to communicate to parents and the local authority the reasons for and duration of any exclusion. It states:

"Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

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All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion."

After any period of exclusion, the school will arrange to meet with parents and the excluded pupil to reiterate the school's expectations of behaviour as defined in the Arthur's Hill Promise, and to discuss how the pupil can be reintegrated into school. This will include opportunities for the excluded pupil to restore relationships that may have been strained by the incidence of the serious breach of the policy which caused the exclusion (restorative practice).

In investigating serious breaches of the policy, the Head Teacher has the power to search for and confiscate certain prohibited items as set out in the DfE's "Searching, screening and confiscation" guidance published in February 2014 (or its latest revision). This guidance includes which items must be handed immediately to the police.

Links to other Policies:
Anti-Bullying
Safeguarding
E-Safety
Equal Opportunities
Complaints
SEN
All child friendly Policies

Appendices

Dealing with low level disruption & challenging behaviour - Appendix A

In the playground – Appendix B

Inside the School – Appendix C

Communication & Lunchtimes – Appendix D

Recording Incidents – Appendix E

Home-school links – Appendix F

Code of Conduct incorporating Home School Agreement – Appendix G

Cause for Concern – Appendix H

Accident Report and Incident Report – Appendix I

Individual Behaviour Plan – Appendix J

See also CPOMs

To be monitored for implementation on regular basis and to be reviewed July 2018

First Draft of Policy reviewed by	Date reviewed 7.11.17	Changes Minor changes made	V2 of draft policy ready 7.11.17
Policy to be circulated to Personal Development, Behaviour and Welfare/Attendance Committee	9.11.17		
Full Governors			
Review Date	July 2018		

Dealing with low level disruption & challenging behaviour

- **Share good practice** - make sure you share strategies that work with all adults who work with pupils.
- Planned **ignoring of low-level disruption** … to reinforce insignificance of the behaviour and affirm teacher leadership; example: child is constantly muttering or commenting during direct teaching, ignore child and remove potential audience attention by concentrating questions towards the children in the immediate surrounding group. Reinforce with instruction such as 'all eyes on me'.
- **Counter conditioning / proximity praise** … the encouragement or targeting of positive behaviour which is the opposite of that which is being acted out; examples: a child who is untidy / makes a mess / refuses to clear up becomes a class monitor with status and agreed duties; child who is known to have taken something belonging to another is asked specifically to help find the article with emphasis on its safe return and disappointment at the original loss.
- **Adaptation of teaching technique** … giving short, clear direction for limited assignments, immediate follow up and setting of next task; example: for a child who leaves seat to wander, tasks are linked to place and are time specific. Outcome is checked rigorously by teacher then next task set, and so on
- **Seating variables** … example: where a child constantly disrupts the regular working group, he / she is moved to another with positive role models and the situation monitored so that the original level of working is maintained
- **Specifying classroom rules**, the rewards and to lessen manipulation by the child, ensure fairness and a consistent approach.
- **Lunchtime and break times** - ensure open dialogue between all staff including mid-day supervisors and breakfast club.
- **Promote positive interactions** - demonstrate how to play appropriate games safely. Model what you expect. Try to ensure all pupils are engaged.
- **Adjust the volume** - when the pupils voices increase lower own voice, this can help to control the situation. Avoid shouting.
- **Move around** - your presence is extremely powerful, don't allow pupils to get distracted, talk to them about their learning, give instant feedback, time challenges.
- **Shut out negativity** - don't allow negativity to enter your learning area. if a child isn't ready for learning, stop them and provide distraction, allow the child time to calm down so that they can enter in a calmer frame of mind.
- **Be prepared** - prepare and organise resources before teaching starts. Lack of preparation or organisation may provide opportunities for low level disruption.
- **Be reflective** about how your practice can influence behaviour and relationships [positively and negatively]
- **Model expectations of behaviour** - how we speak and learn together. Greeting children with a smile and a warm word encourages pupils.
- **Deal with low level disruption with positivity** - "We sit at our chairs so that our handwriting is beautiful" "thanks for putting up your hand" is more assertive than "please …"
- **Share your expectations** - don't assume children will know or understand what is expected - re-inforce expectations consistently.
- **Have a routine** - children need to feel secure in their classroom and with their learning activities.
- **Be considerate when moving around the school** - re-inforce stopping points, corridor voices.
- **Be consistent** - don't allow things to escalate or to become acceptable e.g. tidy the learning area after activities.
- **Consistency in approach and** response from the teachers and all adults working in the school
- **Avoid** name and shame approaches
- Most instances of unacceptable or challenging behaviour are **dealt with 'on the spot'** by the teacher or supervising adult and they are dealt with in the context of the school.
- **Sanctions** - these need to be consistent for all pupils (taking into account age and SEN issues) indication of disapproval, verbal warning, and reminder of code of conduct, loss of privilege, restorative sanction e.g. making up time in playtime or lunchtime. Ensure that these are appropriately timed.

In the playground

Pupils should be able to play and enjoy themselves without spoiling other children's games.
- All pupils are aware that they are responsible for reporting any incidents
- In the event of a child being hurt by another (which goes against the Code of Conduct) they should not hit back but report the matter to an adult.
- Teachers will collect the children from the playground promptly.
- No child is allowed to leave the playground during playtime or lunchtime, unless supervised by a member of staff (teaching or lunchtime)
- When playtime has finished there will be two whistles, i) to stop, ii) to walk into their correct place in the line

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Inside the School

- People will move about the school quietly and sensibly on the left with the star of the week leading the line and stopping at the appropriate points
- Pupils will show courtesy to each other and to all adults in and around the school
- People will talk quietly and politely to one another.
- Property will be respected e.g. picking and hanging up a coat lying on the floor.
- The school will be kept clean and tidy e.g. taking care of displays
- Children will come into and leave assembly quietly.

Communication & Lunchtimes

In order to promote consistent practice and the effective communication of solutions to challenging behaviour at lunchtime, the Lunchtime Assistants should be informed of appropriate plans and strategies and facilitate discussion and ensure emerging issues are raised at an early stage.

Recording Incidents

Details of everyday incidents are recorded in allocated files kept in the various areas within school and significant or serious incidents should be recorded and shared with the leadership team where appropriate. Times and dates are important and in the first instance the member of staff 'on the scene' needs to complete the recording. Incidents should be recorded or attached to CPOMS.

Home-school links

Parents should be well-informed about their child's learning and behaviour. This might take place through informal discussions with parents/carers. If their child's behaviour is causing concern over time or poses a risk to others, more formal meetings should take place with the appropriate colleagues or professionals.

Staff should be aware of the sensitivity in discussing children's behaviour in front of other children or parents. When working with families where there are significant behaviour issues, they should discuss with parents how frequently information should be shared and what form this will take.

Behaviour Policy Nov 2017 FGB 27.11.17

Code of Conduct incorporating home school agreement – in process of being updated

Behaviour Policy Nov 2017 FGB 27.11.17

Cause for concern forms

Full Name of Child:		DOB:

Time of concern:	Date of concern:	Place of concern:

Concern:

Detailed Account:

(Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated

Member of Staff completing form	Role / Title

Please provide a copy to the Designated Safeguarding Lead

Body Map

Child's Full Name	DOB	Date
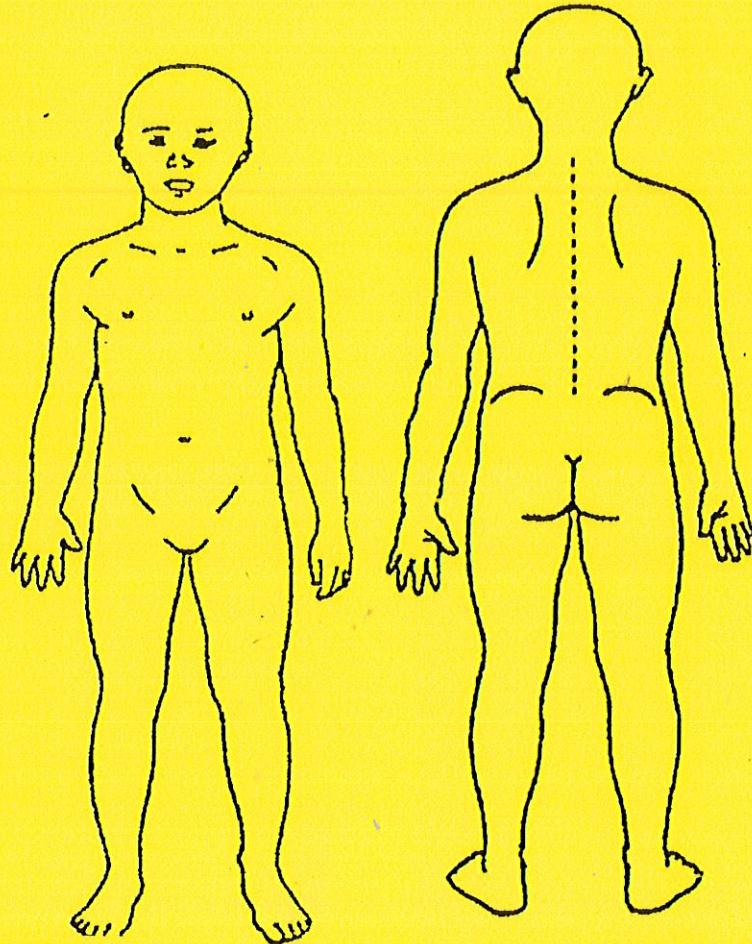
Electronic Version:

Click and move the red dot to indicate where the injury is
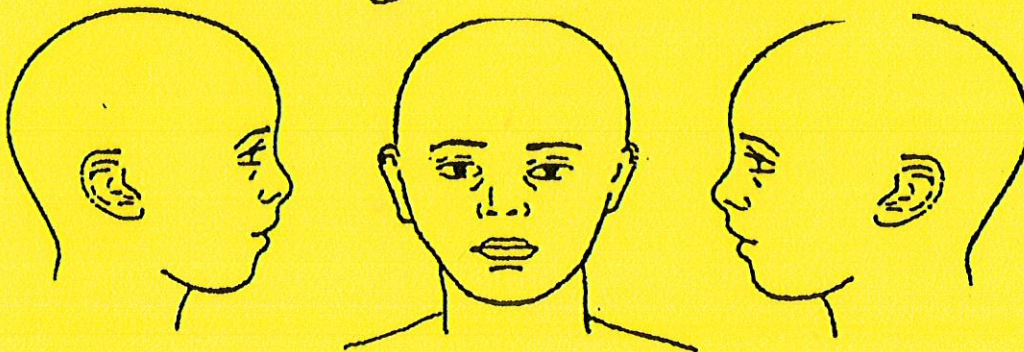
Description of injury / additional notes:		
Professionals Name	Professionals Designation	Contact Number

Designated Person Check List

Possible Action	By Whom	Outcome
Discuss with child		
Contact parents		
Check records in school		
Discuss with relevant professionals		
Check with schools who have siblings		
Seek advice from LA		
Monitor and review		
Consider a CAF		
Consult with Social Care		
Contact Police 101: Non emergency 999: Immediate Danger		
Other (please specify)		
Assessment of Risk		
Safeguarding	Risk of Harm	Immediate Danger

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Moorside Primary School Accident Form – (printed in pink)

Moorside Primary School Incident Form (printed I blue)

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Individual Behaviour Plan EYFS/KS1/KS2

SETTING NAME: Moorisde Community Primary School

Year Group/Class:

Child's Name:	Date of Birth:	Age in Months:	School Start Date:

Description of current strengths:

	Outcomes
	Other Professionals/agencies
	LAC- Yes/No **EHCP –** Yes/No **EHP –** Yes/No

Description of main concerns:

Summary or Review

Date:

Next review date/s:

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SPECIFIC TARGETS

What is the target?	Areas of Curriculum	HOW will this be supported (Methods/Materials etc.?)	WHO will work with the child	WHEN will this happen and how often	What is the expected outcome

Pupil's views:

Any Other Comments: